

# Commission on Improving the Status of Children in Indiana

*Wednesday, May 20, 2015*

*10:00 a.m. – 1:00 p.m.*

*Indiana Government Center South, Conference  
Room C*

# Agenda

- Welcome
- Approval of Minutes from the February 18, 2015 Meeting
- DCS Caseload and Workload Analysis
  - Mary Beth Bonaventura, Director, Indiana Department of Child Services
    - ❖ Action requested: Resolution in Support of the Caseload and Workload Recommendations
- Legislative Update
  - Parvonay Stover, Legislative Director, Indiana Department of Child Services
    - ❖ Action requested: Refer duties assigned to the Commission under HEA 1016 to the Infant Mortality Task Force

# Agenda

- The Substance Abuse Crisis in Indiana
  - Risk Factors Contributing to the Initiation of Drug & Alcohol Use
    - ❖ Mallori DeSalle, Outreach Coordinator, Indiana Prevention Resource Center, IU School of Public Health
    - ❖ Dr. Jon Agle, Evaluator, Indiana Prevention Resource Center
  - Open discussion regarding the impact on the stakeholders

# Youth ATOD Prevention

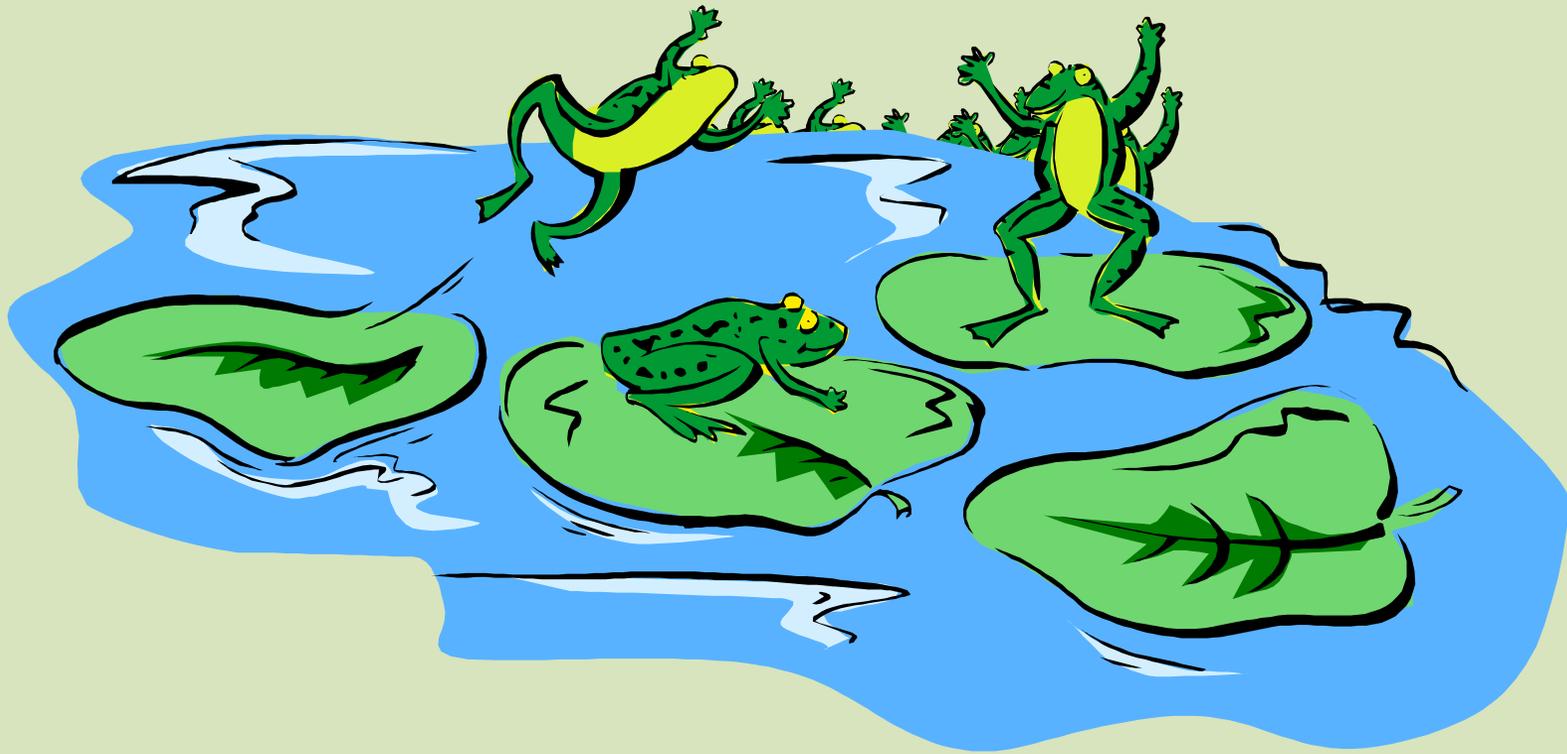


Indiana Prevention Resource Center

Mallori DeSalle, MA, LMHC, NCC, CCMHC, CPS

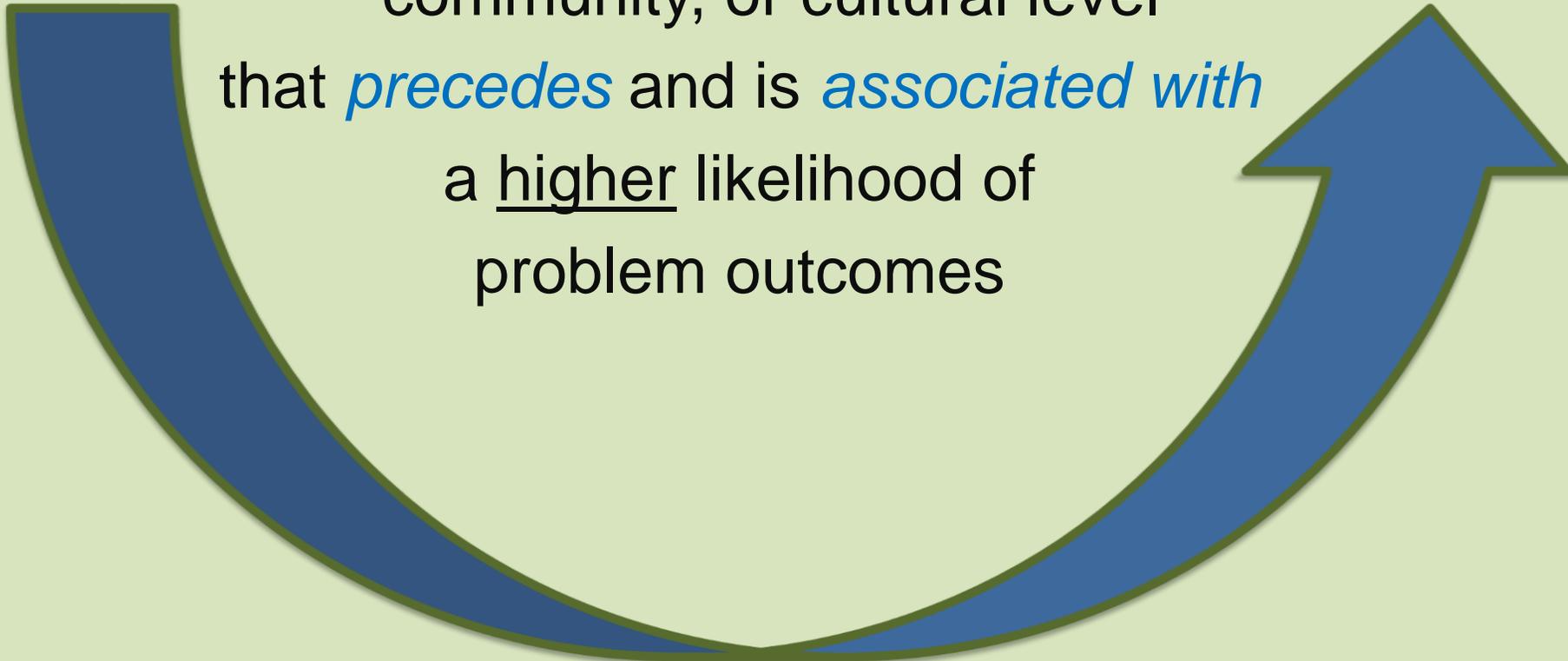
Jon Agle, PhD, MPH

# The Frog or the Pond?



# Risk Factors

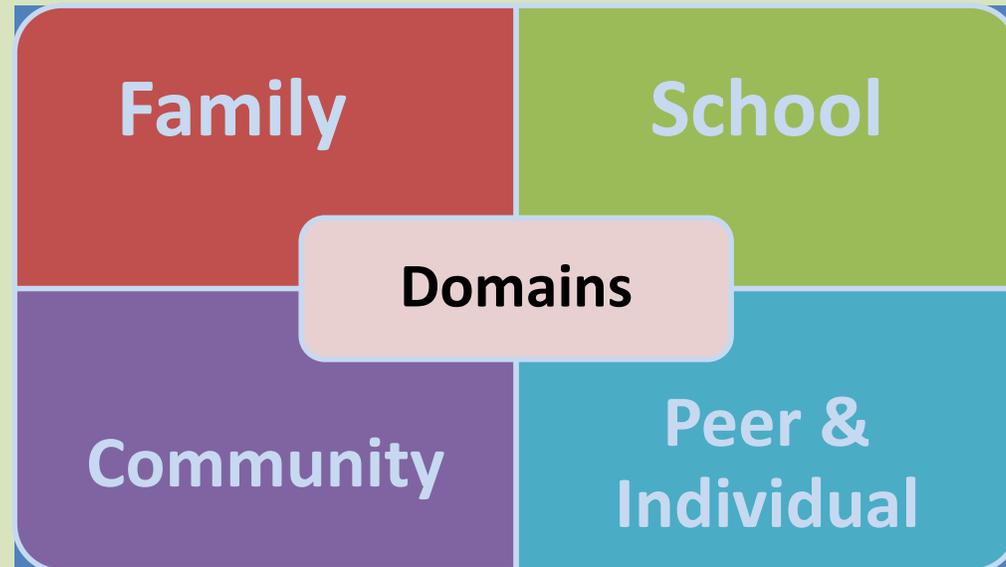
A characteristic at the biological, psychological, family, community, or cultural level that *precedes* and is *associated with* a higher likelihood of problem outcomes



# Predictors of Problem Behaviors

**Risk factors** can predict

- **Substance abuse**
- **Delinquency**
- **Teen pregnancy**
- **School drop out**
- **Violence**
- **Depression & Anxiety**



# Risk Factors

- **Research-based**
- **Predictive of multiple problem behaviors**
- **Present throughout development**
- **Work similarly across racial lines**
- **Present in all areas of influence**



# Family Risk Factors

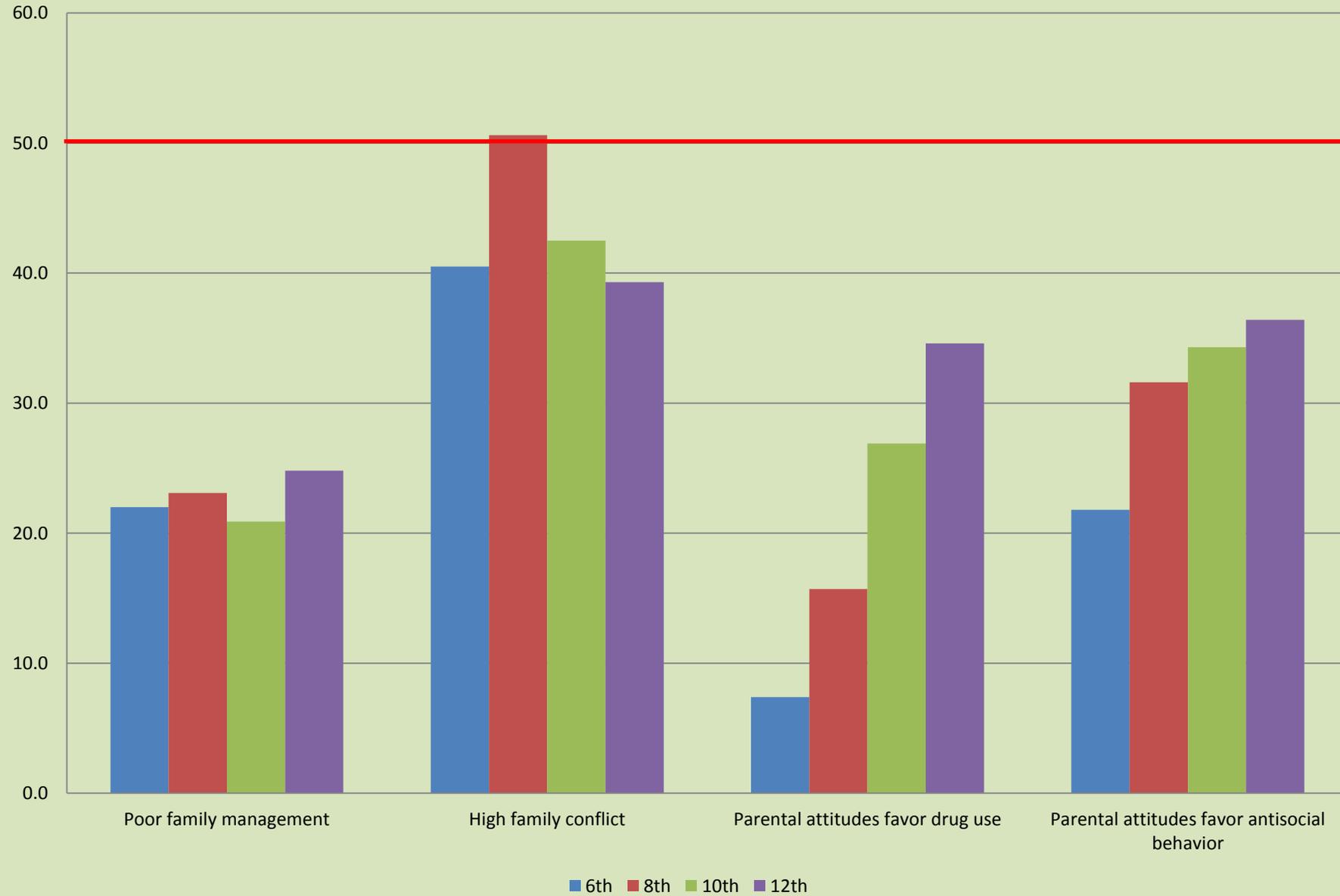
- **Family history of the problem behavior**
- **Family management problems**
- **Family conflict\***
- **Parental attitudes and involvement in drug use, crime and violence**



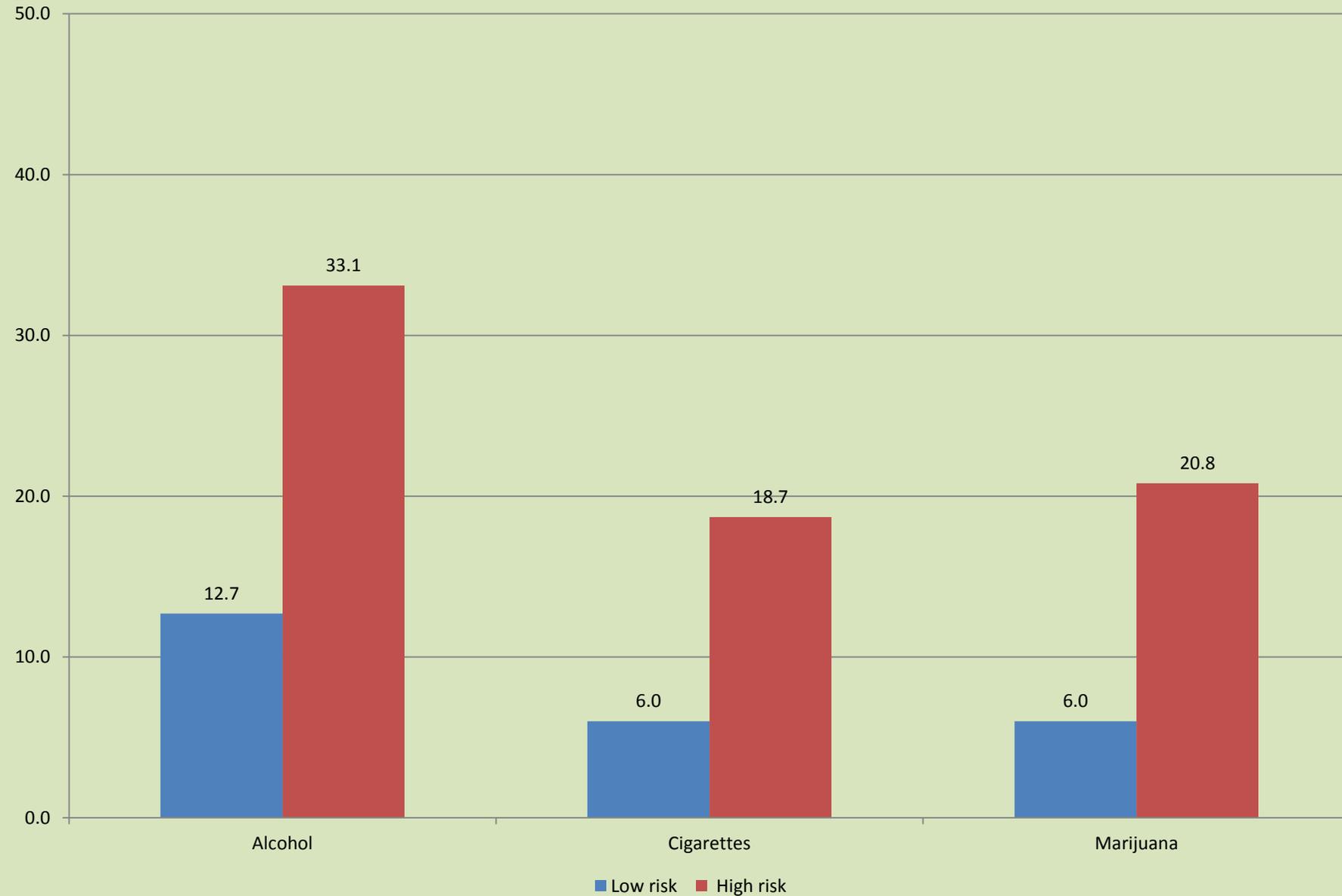
# Question for RF: Family conflict

- *People in my family often insult or yell at each other.*
- *People in my family have serious arguments.*
- *We argue about the same things in my family over and over.*

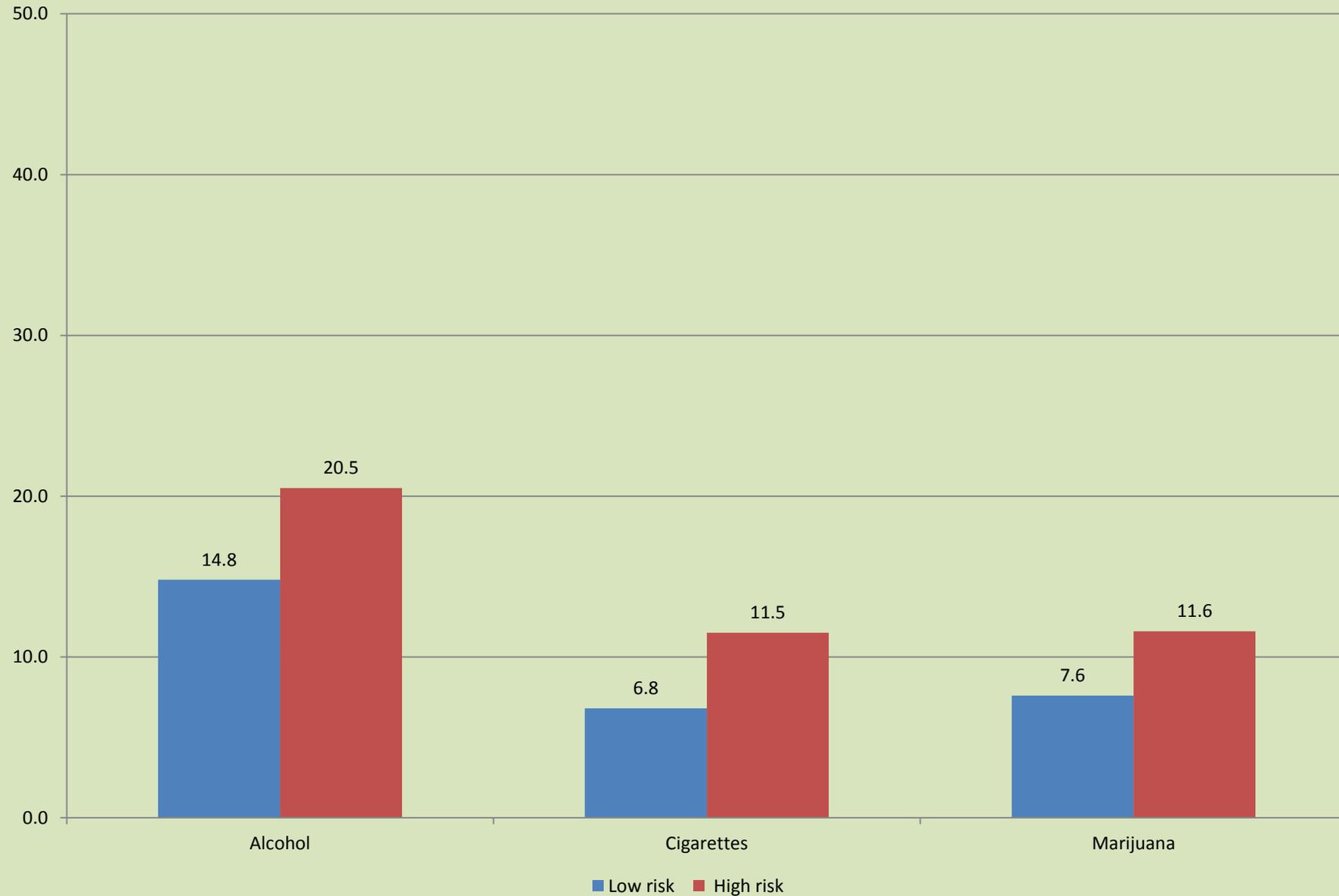
# Family Risk Factors : High Risk



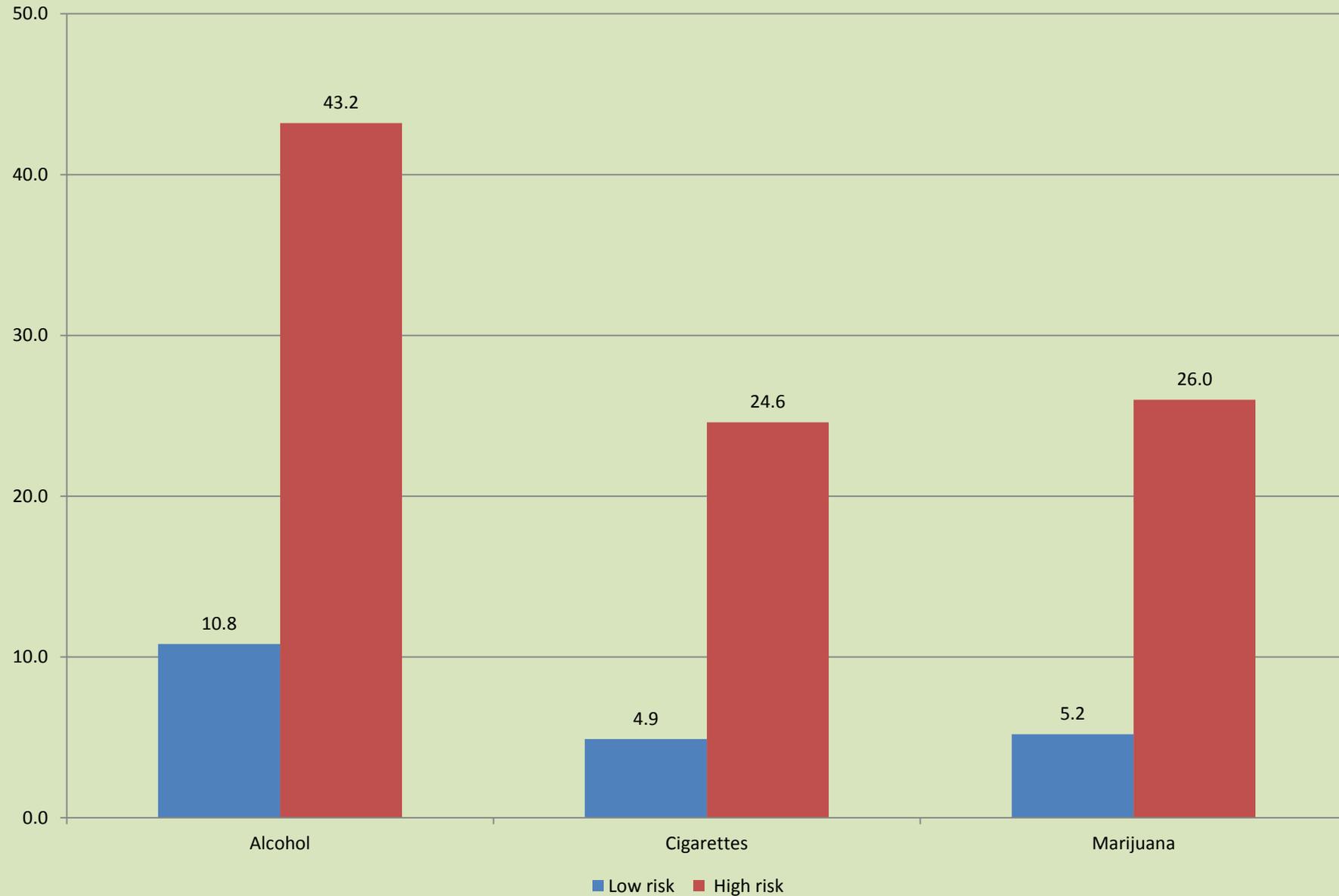
## Risk Factor: Poor Family Management



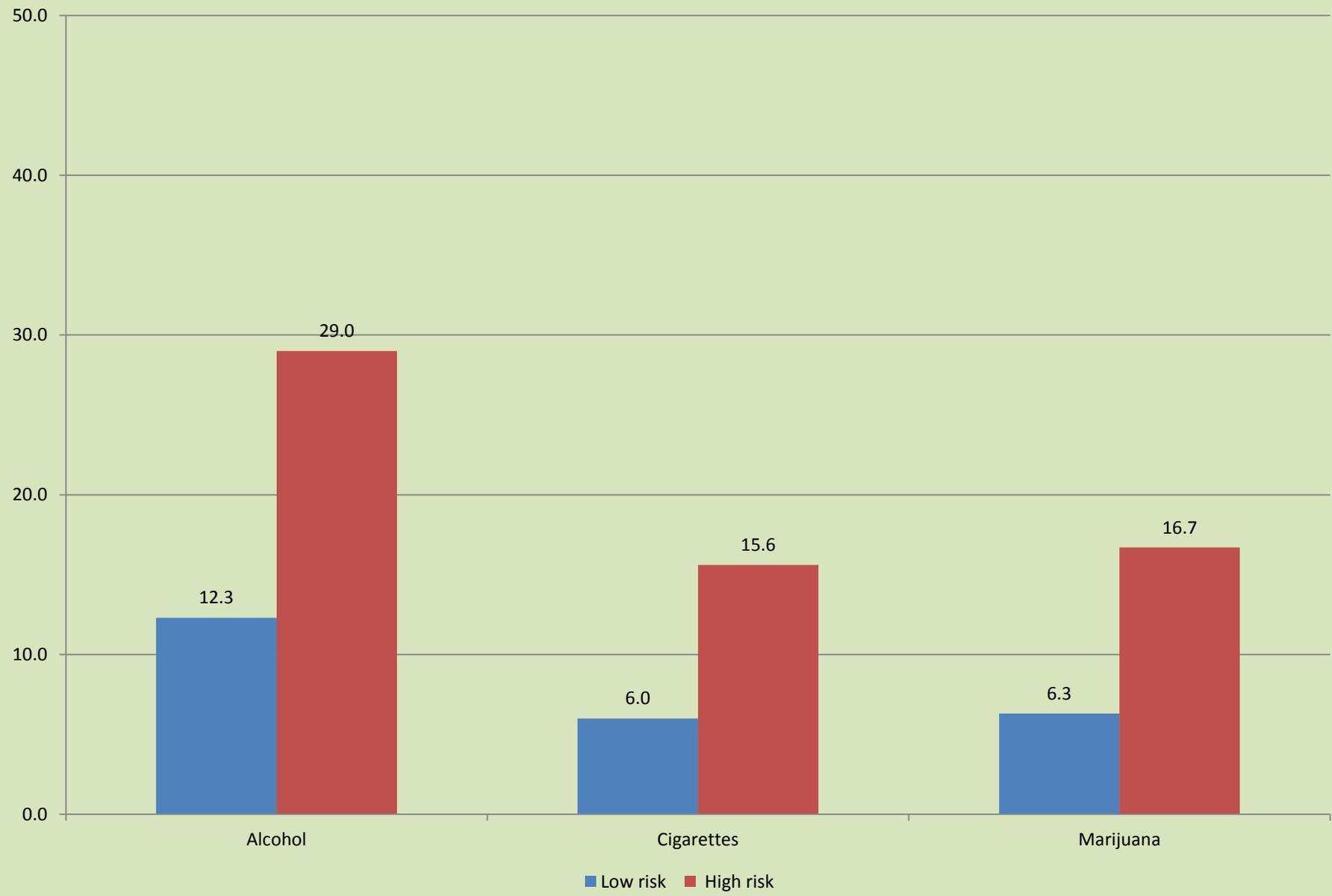
# Risk Factor: High Family Conflict



## Risk Factor: Parental Attitudes Favorable towards Drug Use



# Risk Factor: Parental Attitudes Favorable towards Antisocial Behavior



# Community Risk Factors

- **Availability of drugs\***
- **Community laws and norms favorable toward drug use, firearms and crime**
- **Transitions and mobility**
- **Low neighborhood attachment and community disorganization**
- **Extreme economic deprivation**

# Questions for RF: Availability of Drugs

- *If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?*
- *If you wanted to get some cigarettes, how easy would it be for you to get some?*
- *If you wanted to get some marijuana, how easy would it be for you to get some?*
- *If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?*

# School Risk Factors

- Academic failure beginning in elementary school
- Lack of commitment to school\*



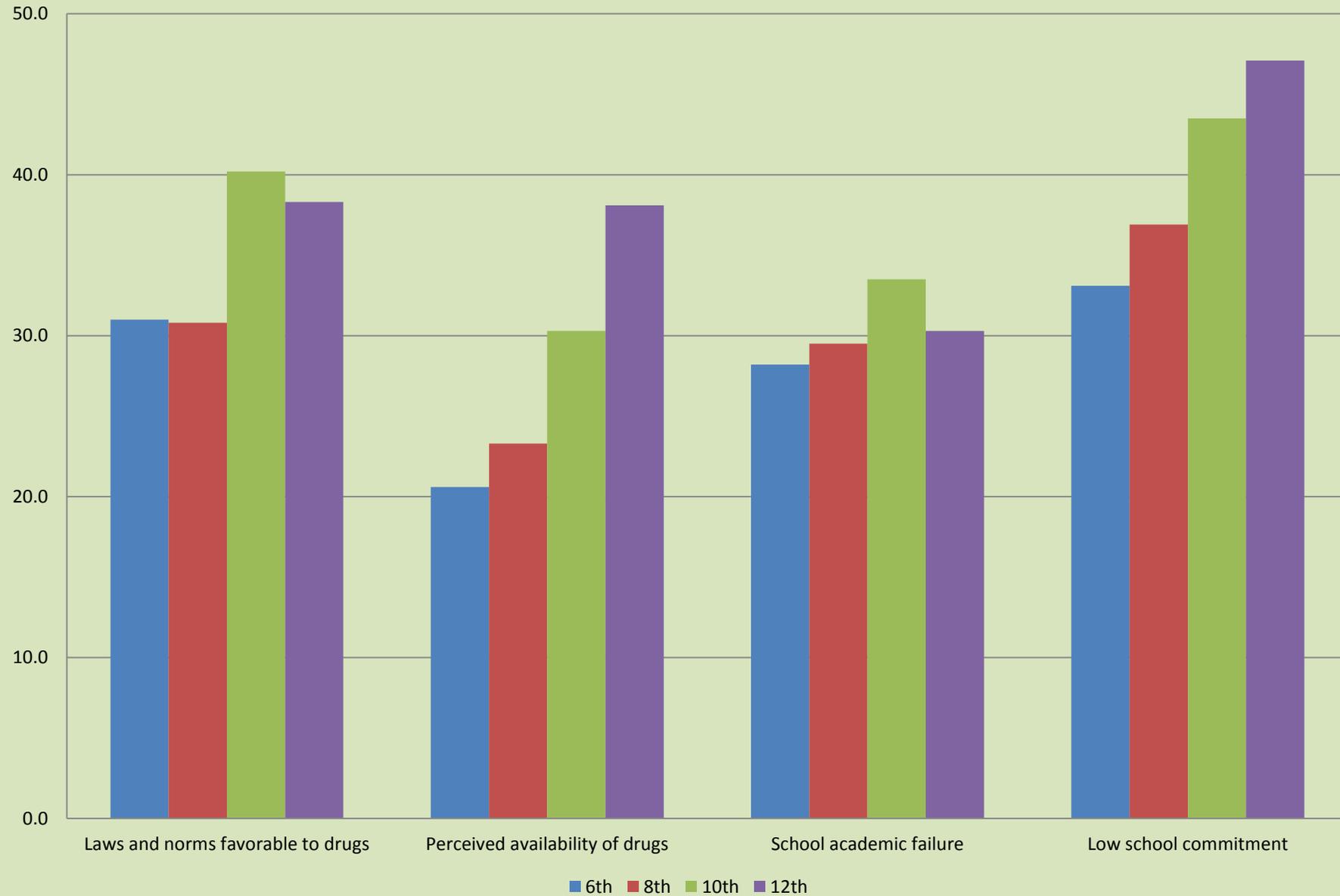
# RF Question: Low School Commitment

- *How often do you feel that the schoolwork you are assigned is meaningful and important?*
- *How interesting are most of your courses to you?*
- *How important do you think the things you are learning in school are going to be for your later life?*

Now, thinking back over the past year in school, how often did you:

- *Enjoy being in school?*
- *Hate being in school?*
- *Try to do your best work in school?*
  
- *During the LAST FOUR WEEKS, how many whole days have you missed because you skipped or “cut”?*

# Community & School Risk Factors : High Risk



# Individual/Peer Risk Factors

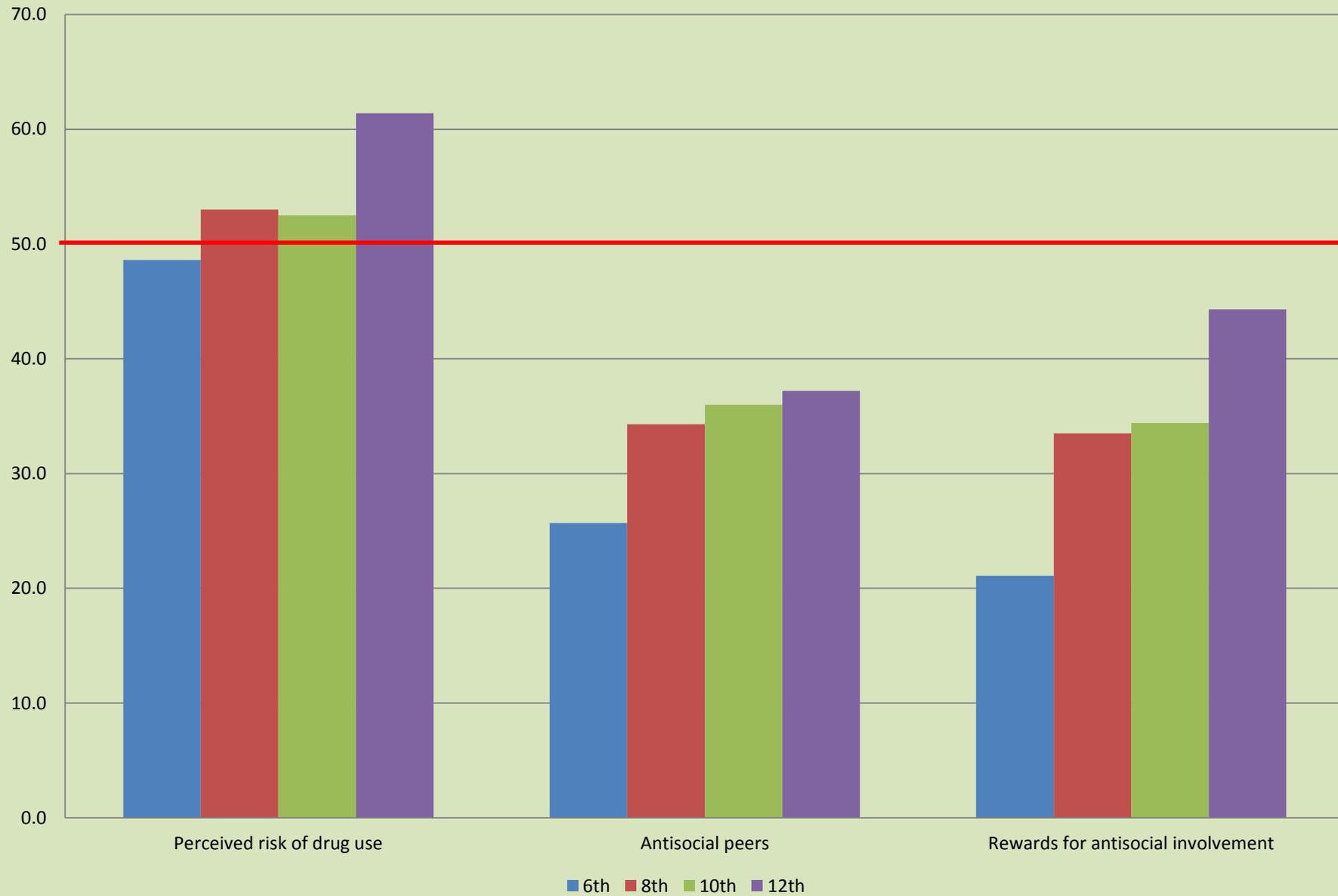
- **Early and persistent antisocial behavior**
- **Alienation/rebelliousness**
- **Friends who engage in the problem behavior**
- **Gang involvement**
- **Favorable attitudes toward the problem behavior**
- **Early initiation of the problem behavior**
- **Constitutional factors**

# Questions for RF: Low Perceived Risks of Drug Use

How much do you think people risk harming themselves (physically or in other ways) if they:

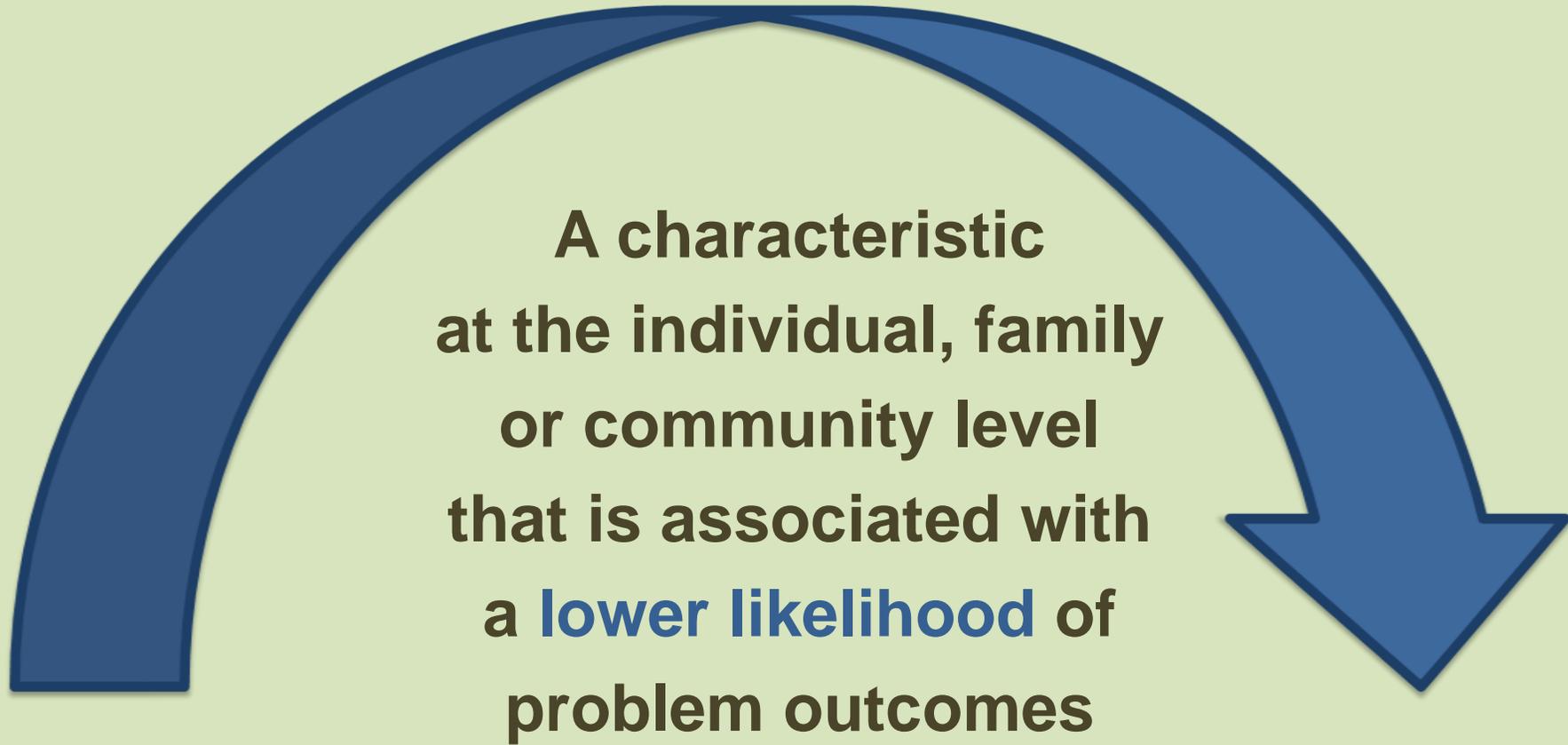
- *smoke one or more packs of cigarettes per day?*
- *try marijuana once or twice?*
- *smoke marijuana regularly?*
- *"take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?"*

# Individual Risk Factors : High Risk



Domains or Areas	Risk Factors	Adolescent Problem Behaviors						Protective Factors
	Risk Factors increase the likelihood youth will develop problem behaviors.	Substance Use	Depression/Anxiety	Delinquency	Teen Pregnancy	School Dropout	Violence	Protective Factors help protect or buffer the risks of youth developing problem behaviors.
Community	Availability of alcohol/other drugs	X					X	1. Opportunities for prosocial involvement in the community 2. Recognition of prosocial involvement
	Availability of firearms			X			X	
	Community laws and norms are favorable toward drug use, firearms and crime	X		X			X	
	Transitions and mobility	X	X	X		X		
	Low neighborhood attachment and community disorganization	X		X			X	
	Media portrayals of violence						X	
	Extreme economic deprivation	X		X	X	X	X	
Family	Family history of problem behavior	X	X	X	X	X	X	1. Bonding to family with healthy beliefs and clear standards
	Family management problems	X	X	X	X	X	X	2. Attachment to family with healthy beliefs and clear standards
	Family conflict	X	X	X	X	X	X	3. Opportunities for prosocial involvement
	Favorable parental attitudes and involvement in problem behaviors	X		X			X	4. Recognition for prosocial involvement
School	Academic failure beginning in late elementary school	X		X	X	X	X	1. Bonding and attachment to school
	Lack of commitment to school	X		X	X	X	X	2. Opportunities for prosocial involvement 3. Recognition for prosocial involvement
Individual/Peer	Early and persistent antisocial behavior	X	X	X	X	X	X	1. Bonding to peers with healthy beliefs and clear standards 2. Attachment to peers with healthy beliefs and clear standards 3. Opportunities for prosocial involvement 4. Increase in social skills
	Rebelliousness	X		X		X		
	Friends who engage in the problem behavior	X		X	X	X	X	
	Favorable attitudes toward the problem behavior	X		X	X	X		
	Early initiation of the problem behavior	X		X	X	X	X	
	Gang involvement	X		X			X	
	Constitutional factors	X	X	X			X	

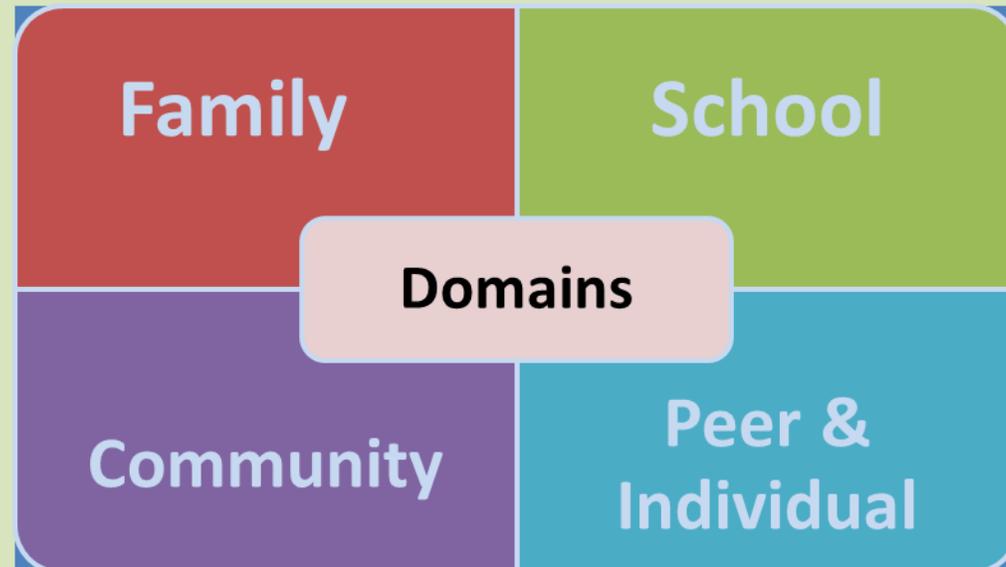
# Protective Factors



# Protective Factors

**Good news!!** There are predictors of positive youth outcomes

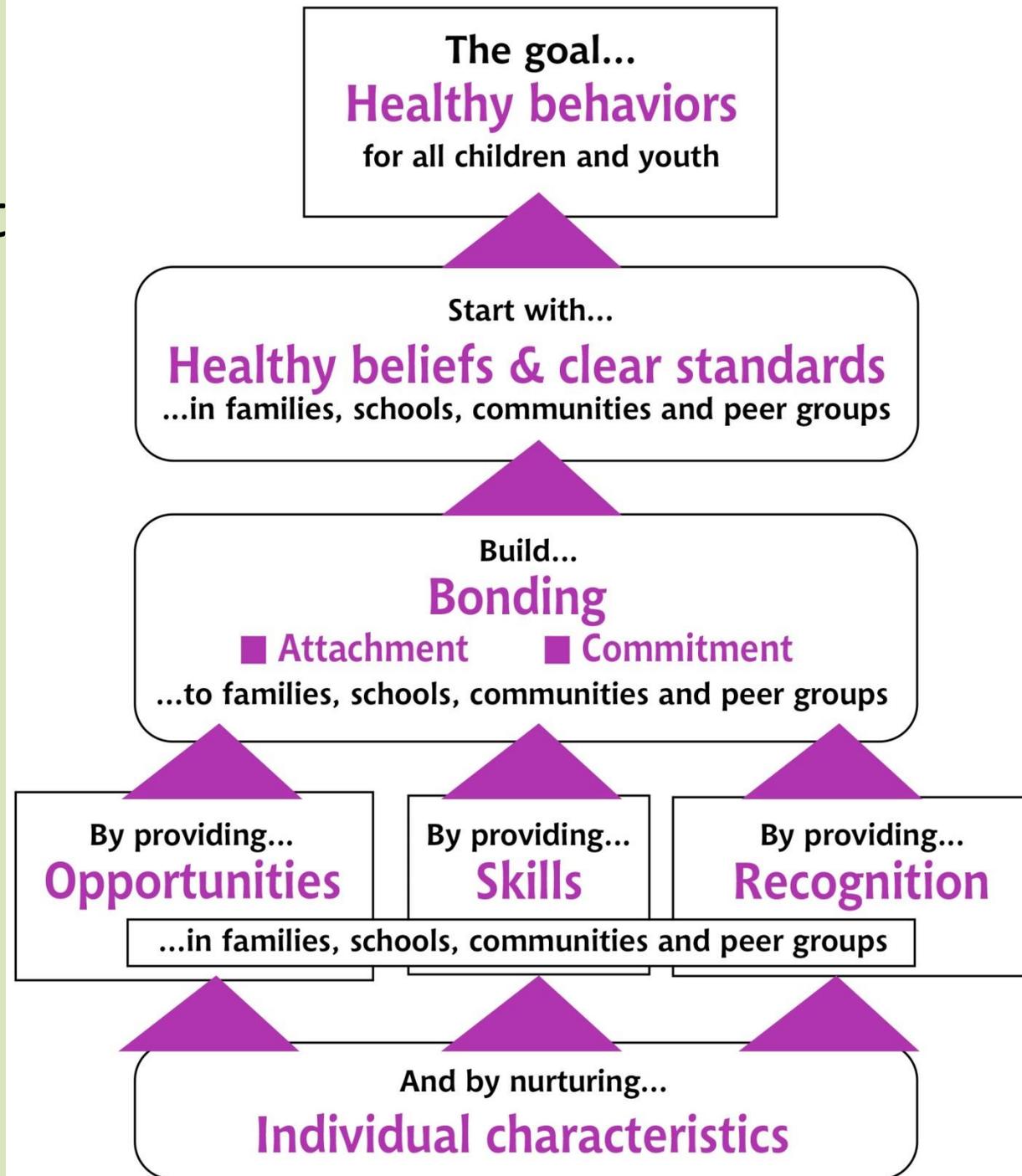
- Protective factors **buffer** exposure to risk
  - Based on research
  - Present throughout development
  - Present in all areas of influence



# Protective Factors

- **Individual factors**
  - **High intelligence**
  - **Resilient temperament**
  - **Pro-social orientation**
- **Bonding**
- **Healthy beliefs and clear standards**
- **Pro-social opportunities**
- **Reinforcement for pro-social involvement**

# Social Development Strategy



# Question for PF: Community Rewards for Pro-social Involvement

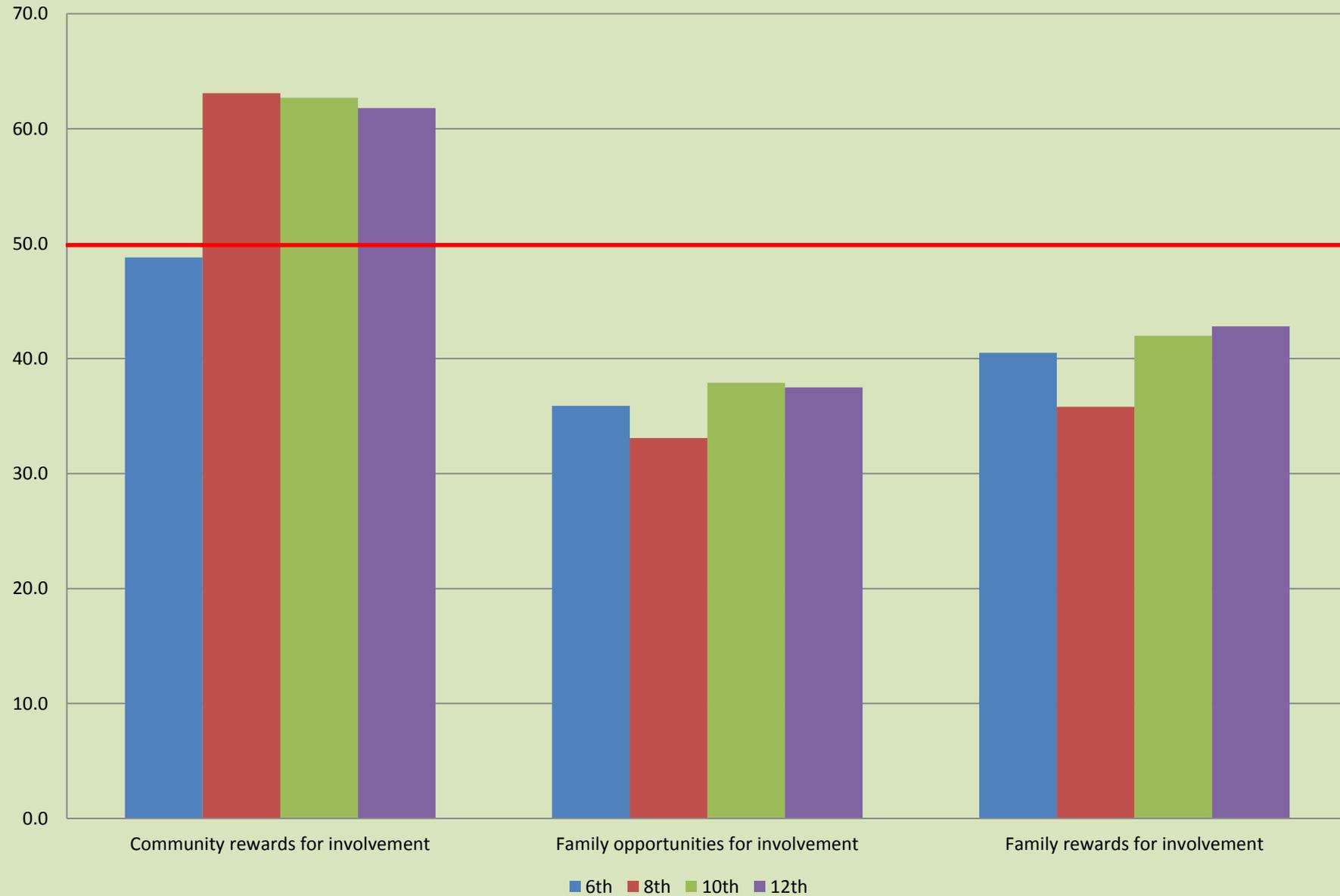
- *My neighbors notice when I am doing a good job and let me know.*
- *There are people in my neighborhood who encourage me to do my best.*
- *There are people in my neighborhood who are proud of me when I do something well.*

## Question for PF: Family Opportunities for Pro-social Involvement

- *My parents give me lots of chances to do fun things with them.*
- *My parents ask me what I think before most family decisions affecting me are made.*
- *If I had a personal problem, I could ask my mom or dad for help.*



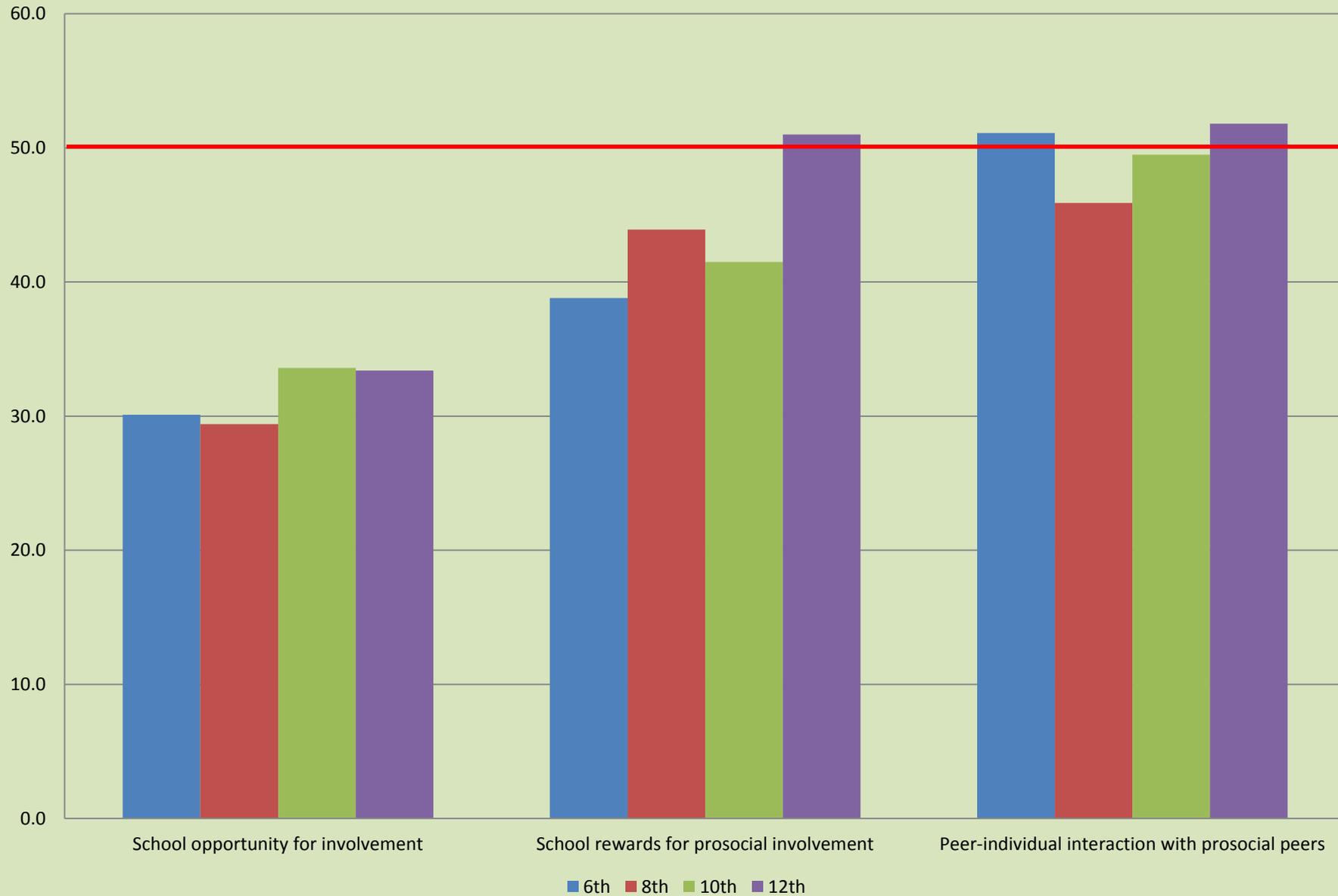
## Community & Family Protective Factors : Low Protection



# Question for PF: School Opportunities for Prosocial Involvement

- *In my school, students have lots of chances to help decide things like class activities and rules.*
- *There are lots of chances for students in my school to talk with a teacher one-on-one.*
- *Teachers ask me to work on special classroom projects.*
- *There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.*
- *I have lots of chances to be part of class discussions or activities.*

# School & Peer-Individual Protective Factors : Low Protection



# PF Questions: Interaction with Pro-social Peers

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how of your best friends have:



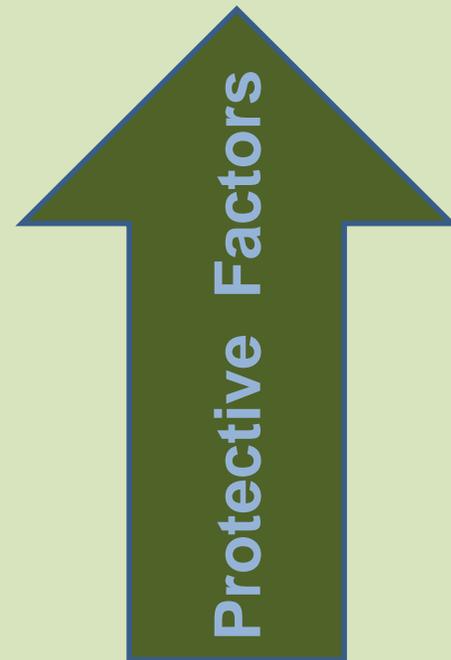
- *participated in clubs, organizations or activities at school?*
- *made a commitment to stay drug-free?*
- *liked school?*
- *regularly attended religious services?*
- *tried to do well in school?*

# Other PF Questions for Peer/Individual

- Social skills scenarios (stealing, listening to mom/curfew, get bumped into on purpose, offered a drink)
- Belief in moral order (cheating, beating up, honesty)

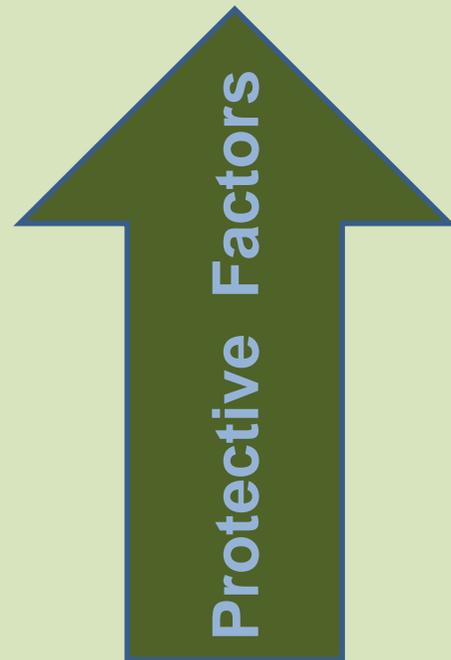
# A Blend of Both

- Risk factors **predict** substance abuse
- Protective factors **buffer** substance abuse
- To prevent substance use, programs must:



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# Prevention in Indiana

- **Past**

- Afterschool drug prevention programming
- Ages 10-14
- Curriculum

- **Now**

- Focus on lifespan
- Special populations
- Strategies: programs and environmental strategies

# Strategic Prevention Framework

- Did you do what you said you would do?
- Reduce problem behavior
- Change knowledge, skills & attitudes

- Implement EBP
- Use fidelity



- Data-problem behavior and Risk/Protective Factors

- Readiness of the community
- Mobilizing community
- Strong coalition

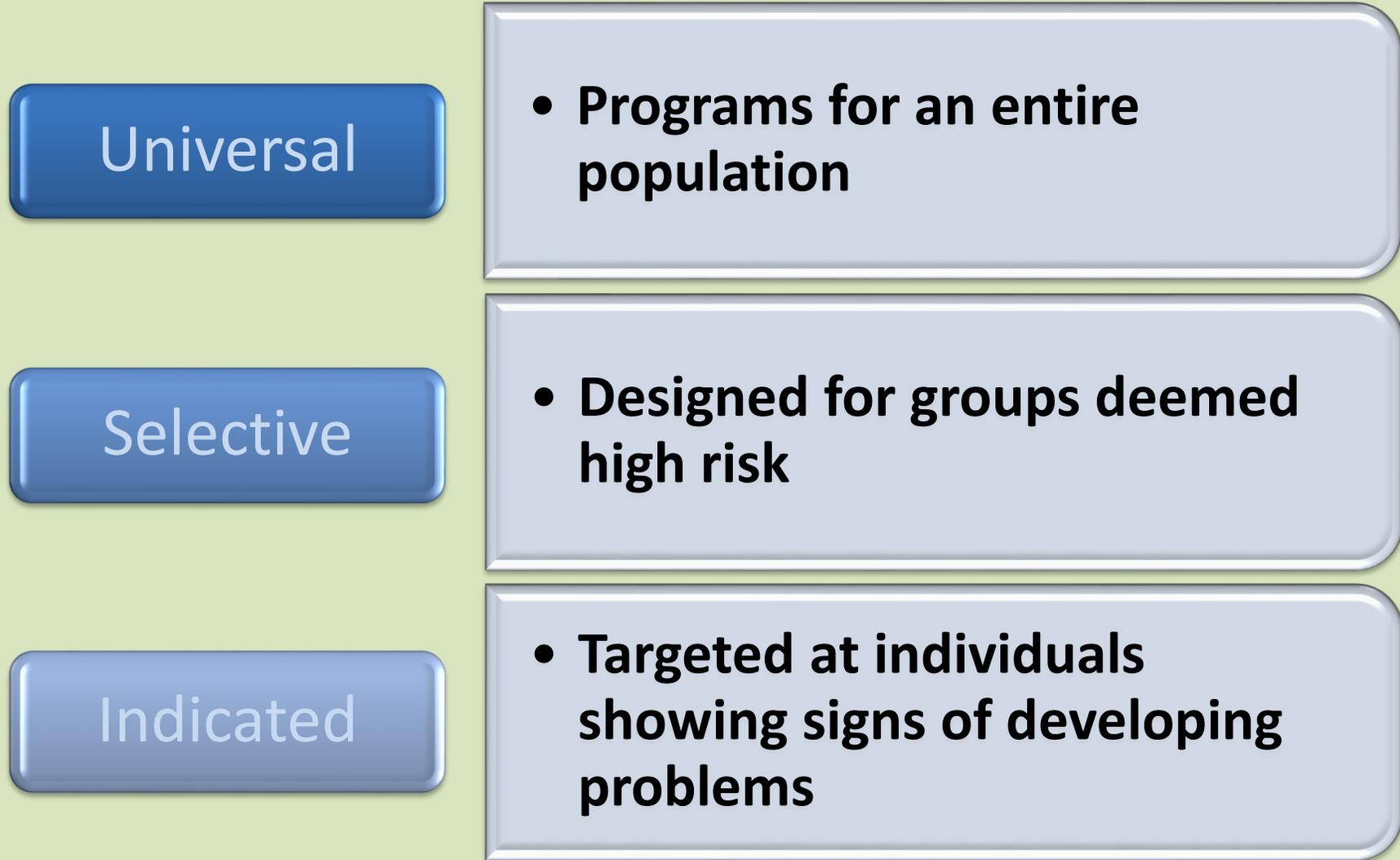
- Determine costs
- Determine resources
- Get organized

# Prevention Logic Model

<b>Consequences</b>	<b>Behaviors</b>	<b>Risk/ Protective Factors</b>	<b>Programs, Policies, Strategies (Interventions)</b>
<b>Legal</b>  <b>Health</b>  <b>Social</b>  <b>Financial</b>	<b>Substance Use</b>	<b>Family Conflict</b>  Favorable attitudes toward the problem behavior	

**Interventions  
change R/P  
factors!!**

# Levels of Strategies



# Prevention Approaches



## Individual Focus

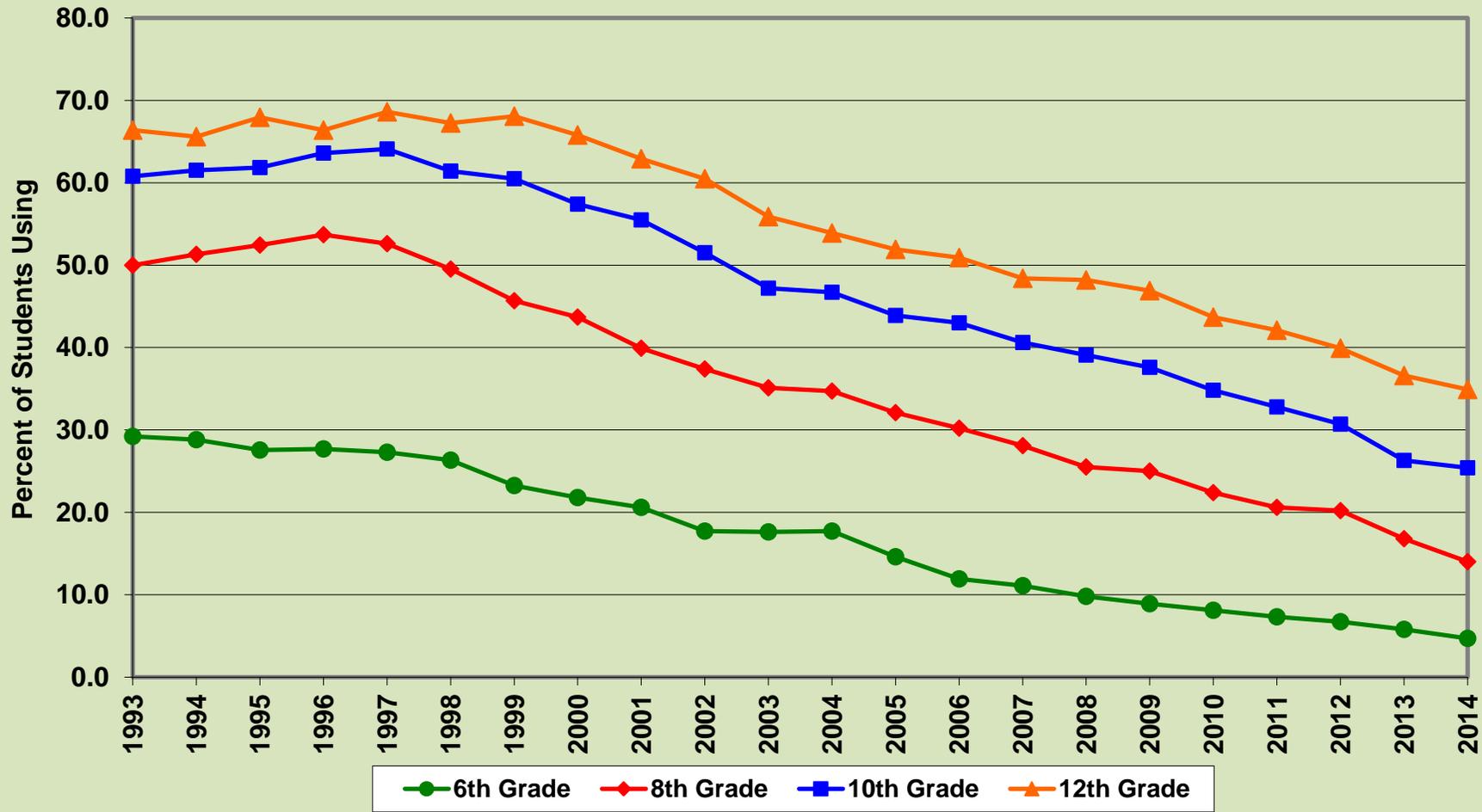
- Individual behaviors
- The relationship between the individual and the drug
- Short-term program development
- Individual participation in problem-solving



## Environmental Focus

- Policy and policy changes
- The social, political, and economic contexts
- Long-term policy development
- Collective action

# Trends of Lifetime Cigarettes Use Among Indiana Students: 1993 - 2014



Source: Indiana Prevention Resource Center at Indiana University, 2014

# Agenda

- Commission Task Forces: Action Requested
  - Cross-Systems Youth
    - ❖ Don Travis, Deputy Director Juvenile Justice Initiatives and Support
  - Data Sharing & Mapping
    - ❖ Julie L. Whitman, Vice President, Programs Indiana Youth Institute

# Agenda

- Education Outcomes
  - ❖ Kelli J. Whitcomb, Director of Reentry & External Relations, Division of Youth Service , Indiana Department of Correction
    - Review and endorse Juvenile Education Detention Standards
    - Review and endorse Office of Juvenile Justice & Delinquency Prevention Reentry Planning Project Goals/Recommendations
    - Establish School Discipline & Climate Subcommittee

# Agenda

- Overcoming Poverty, Abuse, and Neglect
  - Tiffany Coleman, 2015 Law School Graduate, featured in the Indiana Department of Education "State of the Classroom" Documentary

# OVERCOMING POVERTY, ABUSE, AND NEGLECT

Tiffany Coleman, J.D.  
tjacoleman@gmail.com

- <https://youtu.be/qCZfwsMn4Zk>

# OUTCOMES

- Approximately 2% of foster youth receive bachelor's or advanced degrees.  
(<http://www.casey.org/supporting-success/>)
- Education is strongly correlated with economic and social outcomes.  
(Hout, M. (2012). Social and economic returns to college education in the United States. *Annual Review of Sociology*, 38, 379-400.)

# WHAT WE CAN DO

- Great start:
  - Healthy Families, CASY, JobCorps, HeadStart, Indiana ETV, On My Way Pre-K, SNAP, WIC, Section 8
- Still some kinks
  - Failure based assistance
- Gaps
  - Kinship placements, Cross-system youth, Youth that never enter the system, Transitioning youth

# Agenda

- Next Meeting: August 19, 2015
  - Indiana Government Center South, Conference Room C
- 2015 Meeting Dates: Indiana Government Center South
  - August 19, 2015
  - November 18, 2015

# Website

The website to view all documents handed out at Commission meetings and the webcast of today's meeting can be found at [www.in.gov/children](http://www.in.gov/children).

The screenshot displays the Indiana State Government website. At the top, there is a navigation bar with links for "Find a Person", "Account Center", "Online Services", "FAQs", and "Help". The "GOVERNOR MIKE" logo is visible in the top right corner. Below the navigation bar, there is a search bar and a "CISC" dropdown menu. A horizontal menu lists various government departments: "Agriculture & Environment", "Business & Employment", "Education & Training", "Family & Health", "Law & Justice", "Public Safety", and "Taxes & Finance". The main content area features a large banner for the "Commission on Improving the Status of Children in Indiana" with the state seal and a group photo of diverse children. To the right of the banner, there is a section for "Online Services" with a "Meeting Video" link and "MORE ONLINE SUBSCRIBER" text. Below the banner, a "Latest News & Headlines" section is visible, with a headline stating: "The first annual report of the activities and accomplishments of the Commission on Improving the Status of Children in Indiana (July 1, 2013 – June 30, 2014) is now available. 18 leaders from all parts of Indiana state government met bi-monthly to".